

Crookfur Primary School

Improvement Plan

2023/2024

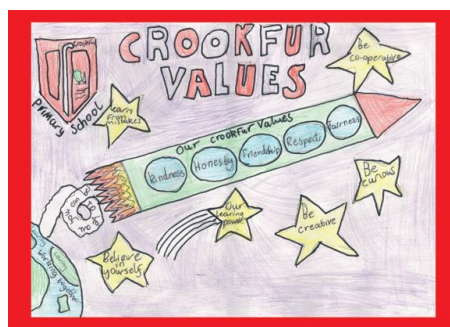


Everyone Attaining, Everyone Achieving, through Excellent Experiences

In Crookfur Primary School, we pursue excellence in all aspects of our work. We embrace the values and principles of our curriculum to enable us to provide the highest quality of educational experiences to support our young people to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We work to ensure we get it right for every child and that all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Our aspirational vision of *Learning, Caring and Working Together To Be All We Can Be* is supported by a number of strategies including the following:

- ✓ Ensuring breadth and balance across the curriculum, appropriate to learners' needs
- ✓ Raising attainment
- ✓ Providing a safe, quality learning environment which stimulates and motivates pupils
- ✓ Supporting pupils through nurturing approaches and active health
- ✓ Effective deployment of staff and resources
- ✓ Working in close partnership with children, parents and carers, colleagues and with our local community
- ✓ Ensuring the development of excellence by fostering high quality leadership at all levels



Learning, Caring and Working Together To Be All We Can Be

2023/24

Consultation with stakeholders

We have worked with senior officers within the Education Department, cluster colleagues, our Parent Council and school staff in order to develop this plan.

Our Parent Council has been instrumental in supporting the school to consult with the wider parent forum, sharing their views at regular meetings and discussing key elements of our learners' experiences. At all stages in planning, the work of the school has been effectively communicated through Parent Council meetings and weekly parent round up newsletters.

This draft plan has been submitted to the Education Department for further quality assurance and scrutiny.

School Improvement Priorities for 2022-2025		
2023/24	2024/25	2025/26
Continue to promote children's confidence and skills in meaningfully leading their own learning and that of others	Review approaches to collaborative self evaluation for self improvement	Build a culture of professional enquiry
Continue to develop approaches to high quality learning, teaching and assessment across the school.		Develop approaches to learning, teaching and assessment using the most up to date pedagogical research and practices
Audit and review of curriculum design to develop innovative and creative learning pathways, which exemplify design principles and lead to improved outcomes for learners.		
Develop nurturing and trauma informed approaches through Compassionate, Connected Communities	Implementation of Social Justice Strategy	Embed innovative approaches to inclusive practice which reflect the recommendations from the National ASL review and the department's ASN review
<p>Ongoing targets for improvement</p> <ul style="list-style-type: none"> ➤ Develop a consistent approach to the tracking of achievements across the school community to capture the impact and facilitate a robust system for monitoring. ➤ Embed Forest Schools approach to outdoor learning ➤ Continue to implement recommendations of review of 1+2 Languages Strategy ➤ Continue to work in partnership with Active Schools, ER Culture and Leisure and Instrumental Music Service to ensure all children have high quality opportunities for achievement. ➤ Implementation of Parental Involvement and Engagement Strategy ➤ Strengthen role of Maths Champion in raising attainment in Numeracy and Mathematics 		

Leadership and Management	
Priority- Promote children's confidence and skills in meaningfully leading their own learning and that of others	
<p>NIF Priority- Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all young people</p>	QIs- 1.2, 1.3, 2.2, 2.3, 2.7, 3.3
<p>NIF Drivers- Teacher and practitioner professionalism, School and ELC improvement, School and ELC leadership, Parent/carer involvement and engagement</p>	<p>LIP- An increase in the number of pupils, school leavers and adults with well-developed employability skills An improvement in the attainment of disadvantaged children and young people An ethos of high expectations and achievement in every school and service Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential</p>

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
A learning culture is evident in the ethos of our school	Staff training on explicit meta-skills development across the school.	DYW Lead and SLT	August and ongoing	Skills Development Scotland – Meta Skills toolkit Meta-skills progression framework Developing the Young Workforce Action Plan 2022-25 Collegiate hours/calendar	Professional dialogue Learning visits Feedback from children and staff Meta-skills action plan Evaluated floor books and planning Evidence of learning Committee action planning Monitoring and evaluations Progress through accredited programmes e.g. RRS, Eco Awards, STEM etc
	Design programme to promote meta-skills development across learning	DYW Working Group	By Dec 23		
Children have increased opportunities to take responsibility for their own learning, successes and achievements, supporting their development of the 4 capacities.	Look outwards to identify best practice in opportunities for children to have choice in planning and leading learning	SLT and identified teaching staff	By Dec '23		
	Embed and extend approaches to floorbook planning, promoting children's voice in planning and evaluating learning	DHT and P1/P2 staff Collaboration with Family Centre team	September and ongoing		
Children are able to articulate fully the skills for learning, life and work they are developing through their learning and achievements	Embed programme of learning conversations with children which focus on developing the language of learning, incorporating meta skills and Crookfur Learning Powers	SLT to coordinate	Termly		
	Embed planned programme of leadership opportunities for children at class and whole school level	DYW Working Group	Ongoing. In place by Oct '23		

Learning Provision	
Priority- Continue to develop approaches to high quality learning, teaching and assessment across the school	
NIF Priority- Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy Improvement in skills and sustained, positive school-leaver destinations for all young people	QIs- 2.2, 2.3, 2.4, 3.1, 3.2
NIF Drivers- Curriculum and assessment; Performance information; Teacher and practitioner professionalism, School and ELC improvement	LIP- Improved literacy and numeracy attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people An ethos of high expectations and achievement in every school and service

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
<p>A culture of high expectations and strong focus on continuous improvement is evident across the school</p> <p>All teachers have a well-developed and shared understanding of effective learning, teaching and assessment and use this to facilitate high quality learning experiences for all children</p> <p>All teachers make effective use of assessment evidence to ensure learners experience the correct level of challenge and support, experience success and make very good progress in their learning</p>	Review learning, teaching and assessment policy and guidance	All teaching staff	Aug '23 and ongoing	<p>Collegiate hours – see WTA Learning, Teaching and Assessment policy</p> <p>ERC Learning and Teaching Strategy</p> <p>ES National Improvement hub</p> <p>Support from QIO team and ERC Learning, Teaching and Assessment PT</p> <p>HGIOS4</p> <p>LP 20% Funding (0.5FTE)</p> <p>The Little Book of Formative Assessment – S Clarke</p> <p>Outstanding Formative Assessment – Culture & Practice S Clarke</p>	<p>Revised Learning, Teaching and Assessment Policy and Guidance</p> <p>Long term planning</p> <p>Tracking and target setting meetings</p> <p>Tracking database</p> <p>Assessment profiles/evidence</p> <p>Evaluations from professional development sessions</p> <p>Feedback from learning visits and monitoring of pupil work</p> <p>Feedback from pupils</p>
	Support staff to reflect upon and translate policy guidance into practice	SLT and teachers	Ongoing through stage and departmental meetings/ professional dialogue		
	Programme of professional learning with a focus on quality learning and teaching, including play and enquiry based learning	SLT and teachers	6 sessions across the year		
	<p>Embed formative assessment approaches across learning. Planned programme of development around:</p> <ul style="list-style-type: none"> • Learning intentions and success criteria • Providing effective feedback • Approaches to effective differentiation <p>Embed collaborative quality assurance model to promote peer support and challenge</p>	<p>SLT and teachers</p> <p>ERC Learning, Teaching and Assessment PT</p> <p>SLT and teaching staff</p>	<p>Termly focus – see curriculum development calendar</p> <p>By May 24</p>		

Learning Provision	
Priority- Develop innovative and creative learning pathways, which exemplify design principles and lead to improved outcomes for learners.	
NIF Priority- Placing the human rights and needs of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	QIs- 2.2, 2.3, 2.4, 3.1, 3.2
NIF Drivers- Curriculum and assessment; Performance information; Teacher and practitioner professionalism, School and ELC improvement	LIP- Improved literacy and numeracy attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people An ethos of high expectations and achievement in every school and service

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Learners' experiences are enriched by opportunities to develop creativity, curiosity and enquiry	Review approaches to curriculum planning and tracking of interdisciplinary learning, with a focus on skill progression	SLT and teaching staff	August In service and ongoing	Collegiate hours – see WTA Curriculum audit tools relevant to IDL Benchmarks (all curricular areas) School/Cluster moderation opportunities ERC PT Development (Literacy) ERC Writing Guidance PT Development (Digital Technologies)	Long term planning Tracking and target setting meetings Tracking database Feedback from learning visits Evidence of children's learning Feedback from pupils
Skills are recorded, tracked and celebrated across the BGE	Develop systematic approach to assessment and moderation in other curricular areas (IDL)	IDL Working Group (P1, P4 and P7)	By May '24		
All staff have consistently high shared expectations of learners' achievement and attainment in writing	Teaching staff engage with revised ERC Writing Guidance	DHT and PT to lead	By Sept. '23		
Teachers provide consistently high quality learning experiences in writing based upon skilful application of educational theory and research	Professional development for teaching staff	PT to lead	Oct in service & Dec CD		
	Review approaches to teaching writing at the early level, through emergent and foundational writing	DHT and early years staff (inc. Family Centre)	By Dec '23		
	Review long term planning to ensure opportunities for writing across all genres and within relevant contexts for learning	PT to lead	By Dec '23		
	Develop approaches to targeted and universal support for writing, including effective use of digital technologies	PT to lead PT Development (Digital Technologies)	Termly		
Children's enjoyment and attainment in writing is increased, particularly at the Early Level	Develop systematic approach to assessment and moderation in writing	PT to lead/ Writing working group	By May '24		

Successes & Achievements	
Priority- Effectively meet learners' needs through nurturing approaches and trauma informed practice	
<p>NIF Priority- Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p>QIs- 2.4, 2.5, 2.6, 2.7, 3.1, 3.2</p>
<p>NIF Drivers- Teacher and practitioner professionalism, School and ELC improvement, Parent/carer involvement and engagement</p>	<p>LIP- An improvement in the attainment of disadvantaged children and young people A positive culture in health and wellbeing in every school and service A culture based on Getting It Right For Every Child Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential</p>

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Staff have a high level of awareness and understanding of the impact of adverse experiences and trauma on children	Staff utilise professional learning on nurturing principles, ACES, and trauma informed practice, in daily practice	All teaching and identified support staff	Ongoing	<p>Applying Nurture as a Whole School Approach (GCC) "How Nurturing is My Classroom" audit tool Education Scotland Compassionate & Connected Community professional learning modules Boxall Profile & Beyond the Boxall Collegiate hours CLPL hours HealthiER Minds resources and materials Link with Psychological Services Pupil Equity Fund Opportunities for Participatory Budgeting</p>	<p>Completed audits and readiness questionnaires Reported incidences of bullying Reported incidents of physical violence to staff/other children Attendance information Boxall profiles CWP evaluations Feedback from children, parents and staff</p>
Environments and relationships are emotionally supportive, predictable, reliable and consistent where children feel safe and secure	Completion of "How Nurturing is my Classroom" audit and individual and whole school Connected & Compassionate Community readiness checklists	All teaching and identified support staff	Oct '23 in service		
Staff are able to integrate knowledge into practice to effectively support children who have experienced adversity or trauma	Programme of improvement planned and implemented following audit based on professional inquiry model (environments, relationships)	DHT to lead	By Jan 24 (monitor through collaborative quality assurance)		
There is a universal understanding and appreciation of the importance of nurturing principles and the school's approaches to support	Information campaign for children and families – workshops, Sway presentations, information signposted on school website etc	DHT and identified staff to lead	By May '24		